COASTAL CAROLINA UNIVERSITY

Institutional Effectiveness Report Summary

2005-2006

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INSTITUTIONAL SUMMARY REPORT FOR 2006

1. General Education

Coastal Carolina University's General Education or Core Curriculum is in the process of undergoing significant revision. Current Core Curriculum requirements are published in the *University Catalog*, pp. 100-104. The curriculum is designed to introduce students to disciplines that provide a background in the liberal arts and sciences and is intended to address the question, "what makes an educated person?" The following is a brief history of the process of reviewing, assessing, and recommending changes to the Core Curriculum. With approval of the new Core Curriculum at the September 2006 Faculty Senate meeting, we will implement a process that will continually assess and improve the Core so that it meets educational requirements and the changing needs of our students. If the new Core Curriculum is not approved at the September meeting, we will annually assess the existing Core Curriculum, using the process that is described below.

In fall 2000, the Southern Association of Colleges and Schools (SACS) identified that, for reaffirmation of accreditation of the University, "… a full assessment of the core curriculum be completed to ensure that the goals and proficiencies stated in the core are being met by the courses that are now required." On February 21, 2000, the Coastal Carolina University Faculty Senate, upon request of the Offices of the Provost and the President, approved formation of a university-wide ad hoc committee to study the Core Curriculum. The committee's charge was "to review, reaffirm, and modify the goals and proficiencies of the core curriculum, to review, reaffirm, or modify the general education categories, courses, and credits, and to devise a schedule and methodology to periodically assess the core curriculum." During Spring 2002, the committee recommended, and the Interim Provost requested, that departments teaching core courses include, in their course syllabi, goal and objective statements that explicitly relate to specific Core Curriculum goals and proficiency requirements listed in the University's *Catalog*. The ad hoc committee further reviewed the purpose and wording of the goals and proficiencies and recommended changes to the university Faculty Senate.

In May 2003, the Faculty Senate approved a set of eleven Core Curriculum goals. These include: 1) an ability to communicate effectively; 2) an ability to use information technology; 3) an ability to analyze and evaluate information; 4) an ability to engage in logical thought; 5) knowledge of mathematical concepts; 6) knowledge of scientific concepts; 7) knowledge of humanistic concepts; 8) knowledge of the cultures, languages, and social structures of other countries of the world; 9) knowledge of the structure and development of the United States; 10) knowledge of human health and behavior; and 11) knowledge of creative expression. Reference to expected proficiencies was not included in the new Core. The President and the Provost informed the faculty, via correspondence in October 2005, that a Core Curriculum Development Committee had been formed with representation from each academic college and that the 2005-2006 academic year should be the year to finalize Coastal's new Core. Recommended in this correspondence was that the Core should emphasize intellectual skills and habits of thought over disciplinary content, serve every student regardless of major or subsequent major changes, require approximately 30 credit hours, and be characterized by measurable student learning outcomes and assessment of those outcomes. The Core Curriculum Development Committee

identified 39 student learning outcomes for the 11 goals and solicited course proposals from academic departments across the University for the new Core Curriculum. Over 70 course proposals were submitted. From a review of the syllabi and new Core goals, a new Core of 31-32 credit hours was developed. The recommended Core was presented to and approved by a joint meeting of the university Academic Affairs Committee and Core Curriculum Committee on May 1, 2006. The new Core will be considered for final approval by the Faculty Senate at its first meeting of the 2006-2007 academic year and will appear in the 2007-2008 *University Catalog*.

During academic year 2006-2007, Coastal's academic departments will adjust their academic program requirements to be aligned with new Core requirements and a core assessment system will be developed that is tied to identified student learning outcomes. The development of the assessment system will be guided by three principle questions: 1) What evidence can be gathered, and how can it be gathered, that will identify the degree to which students have achieved the student learning outcomes that are a part of the Core?; 2) How are the stated student learning outcomes consistent with the mission, programs, and degrees of the institution?; and 3) How can the University ensure that results identified from core assessment are used to make appropriate programmatic adjustments that strengthen the Core itself? Assessment of the Core will be the responsibility of the Core Curriculum Assessment Committee.

The assessment system will include the following.

1. Use of course-embedded objectives resulting in student work products and specific to identified student learning outcomes.
2. Use of a national standardized test (e.g., CAAP, MAPP) to formally identify student performance data related to identified student learning outcomes.
3. Use of a student self-reporting system with an instrument that explores student perceptions regarding the degree to which a sound understanding of the 39 student learning outcomes has been achieved.
4. Use of an electronic tracking system (e.g., LiveText) to house student performance information related to achievement of student learning outcomes.

It is anticipated that the assessment system will produce data from: 1) course-specific feedback; 2) student survey and norm-referenced testing data produced as students move from the lower- to upper-division levels; and 3) student survey and norm-referenced data produced as students complete their degree program capstone courses. Course, survey, and testing results will be collected and analyzed by the Core Curriculum Assessment Committee.

The Committee will implement the following.

1. Post course, survey, and test results to the university website.
2. Report course, survey, and test results to the university Faculty Senate.
3. Distribute course, survey, and test results to each faculty member teaching a core course as well as to the department chair and dean of that course.
4. Maintain a current and approved Core Curriculum course syllabus file. Where syllabi are

determined to not reflect a Core goal and student learning outcomes as intended with approval of the course, syllabi changes will be requested.

5. Analyze student course, survey, and test results against pre-determined levels of desired student achievement. The Committee will analyze overall student performance as well as performance against individual Core courses completed. Where student performance is determined to be below the desired level, the Committee will work with the related department and dean to develop possible strategies for performance improvement.
6. Prepare an annual assessment report that evaluates the goals of each Core course and its multiple measures of student learning. Based on the results of this evaluation, determine if adjustments to the Core Curriculum are needed to ensure that student learning is occurring.

With the implementation of a new assessment system for the new or existing Core, we will make strides towards continuous improvement of the curriculum and towards compliance with the new SACS *Principles of Accreditation*.

2. Majors/Concentrations

- **Interim Assessment Report for Marine Science**

The Department of Marine Science pursued many initiatives and goals during the 2005-2006 academic year. For the goal of enhancing student advising, the department pursued three objectives.

One objective was to develop and improve programs that emphasize and enhance high quality advising. The department conducted an advising workshop during the previous year that was attended by 100% of tenure-track Marine Science faculty. Faculty brainstormed about academic and career advice in a general sense and in specific items by student year (freshmen, sophomores, etc.). A summary document of workshop results was distributed to department faculty. During spring 2006, the department discussed advising issues associated with the new probation and suspension policy. Advisors were given a list of their advisees on probation or suspension. Advisors contacted the student services coordinator whenever they met with one of these advisees in order to monitor compliance with the requirement that students on probation or suspension meet with their advisors twice during the semester. Individual conferences with the academic advisor were intended to provide assistance to the student in refining goals and objectives, in understanding what choices are available, and in assessing the consequences of alternative courses of action. These discussions included selecting courses, understanding and meeting curriculum requirements, and providing clear and accurate information regarding university policies, procedures, resources, and programs. The results of the program will be assessed during fall 2006.

A second advising objective was to improve student's knowledge of the advising and pre-registration processes. Based on the advising workshop mentioned above, it was suggested to Information Technology Services that an "email all advisees" button be included on WebAdvisor. This suggestion was implemented. Now, all advisors email their advisees prior to pre-advising sessions in order to provide general instructions for the process and for advising session sign-ups. Advisors also email students a copy of advising guidelines for Marine Science

majors. The primary purpose of the academic advising program is to assist students in the development of meaningful educational plans that are compatible with their personal goals and abilities. The responsibility for making decisions about personal goals and educational plans rests with the student. However, the academic advisor assists with identifying and assessing alternatives and consequences and with evaluating student progress towards established goals.

A third advising objective was to improve students' knowledge of the major and opportunities in the major by providing workshops, websites, etc. We developed a comprehensive student and alumni email list, and information was distributed daily on opportunities and events within the department and University as well as career, internship, and graduate school information and postings. This resulted in a number of alumni submitting job postings and other opportunities. The student services web page on the departmental website was continually updated. Students were encouraged, but not required, to take independent research or external internship courses in their junior or senior year. The faculty were actively involved in research projects with undergraduate students. Projects ranged from diatoms to dolphins, beach erosion to benthic ecology, water quality analysis to weather and hurricanes, sharks to shoreline change, and marsh ecology to mercury contamination. Field courses were also available for students, including a Coral Reef Ecology course in Jamaica and a Shark Biology course in Bimini, Bahamas. Many students took advantage of semester exchange programs with international sister schools, most notably Deakin University in Australia. All of these opportunities were ways to improve students' knowledge of the major and to expose them to possible career paths. Assessment of the third objective will occur in fall 2006.

A second department and college-wide goal is to enrich and enhance appreciation of the sciences and mathematics within the community. The department developed strategies to improve community awareness of activities within the sciences and their value to the community. Planned activities included a regular Coastal Carolina science column in the *Myrtle Beach Herald* and community presentations by Coastal researchers. One member of the Marine Science faculty is among the first to be identified to write a column for the *Myrtle Beach Herald*, and numerous faculty gave public presentations on their research. These strategies will be assessed on an annual basis and, based on assessment results, changes will be made to improve community awareness strategies.

During 2005-2006, Marine Science faculty and students were involved in many research and public engagement collaborative projects that enhanced student learning. In terms of undergraduate research, 49 students completed Marine Science Student Research Projects with faculty, with many more (over 50) contributing to faculty research projects or working on research projects of their own, 20 additional students completed Marine Science off-campus Student Internships, 26 undergraduate and six graduate students under faculty guidance gave conference presentations or were coauthors on student presentations at state, regional, national, and international meetings, five student presentations received conference presentation awards, two undergraduate and one graduate student were co-authors on peer-reviewed journal articles, and numerous marine science majors presented at the 2006 Celebration of Inquiry Conference, including seven who presented for their Honors Senior Thesis.

In terms of faculty/student research and public engagement activities, the following are a few examples. Coastal Carolina University is a regional leader in studies of coastal erosion and the science required for beachfront management. Funded primarily by a South Carolina Sea Grant and the United States Geological Survey, various studies have examined both current and historical processes shaping the Southeastern shoreline and contribute to current beach nourishment efforts. Students have completed independent studies and participated in off-shore activities related to these projects. Marine Science faculty began a Coastal Carolina University Campus and Community Sustainability Initiative to promote sustainable building and operating practices at the University and in the region. Thus far, the initiative has included hosting a highly successful workshop for local builders and developers, promoting new sustainable guidelines for projects at Coastal, and helping Habitat for Humanity incorporate sustainable building practices into their projects. Following initial research to determine the causes of pollution to Kingston Lake, an urban tributary to the Waccamaw River, a Marine Science faculty member developed a broad-based community management program with the help of an Environmental Protection Agency Wetland Program Development Grant. The aim of the program is to clean up existing hotspots and to promote best management practices to minimize future impacts, and a successful community volunteer monitoring program has been established. Marine Science faculty and students have worked extensively with the South Carolina Department of Natural Resources to determine the success rates and best practices for the oyster reef restoration in South Carolina, designed to restore and provide essential oyster reef habitat for the health of our region's coastal salt marshes. Two long-term projects, including studies of sharks in Winyah Bay and dolphins in North Inlet have continued to develop and expand into neighboring systems and coastal waters. Both projects support numerous undergraduate and graduate research projects. Funded by the National Science Foundation, the Mobile Links Project examines the role of juvenile fishes, shrimp, and crabs in the nutrient cycles and health of salt marshes. This was the first year of a three-year project and it employed four marine science majors during the summer of 2005.

- **Interim Report for Department of Biology**

In 2005-2006, the Department of Biology began with a new department Chair and, in fall 2005, implemented a day-long faculty "retreat" to discuss the state of the department. Strengths and weaknesses were considered, and it was decided to continue discussions during bi-weekly meetings throughout the year and to examine assessment data before proceeding with any major program changes. The assessment data included ETS Major Field Tests, taken by graduating seniors since 2003-2004, senior exit surveys, and graduation data.

Beginning in 2003, graduating seniors have been asked, but not required, to take the ETS Major Field Test in Biology. About 51% of the 108 eligible students took the test during 2005-2006. In 2005, the average score for Coastal Biology majors was 153 and the national average was 153.2, based on a possible score of 200 points. Coastal's score is within one standard deviation of the national mean. However, analysis of the four subcategories suggests that students are not learning as much about organismal biology as their national peers. Students are required to take a "plant" and an "animal" course but, in many cases, there was a shortage of seats in our "plant" offerings and this requirement was waived. To remedy the situation, a new upper-division plant biology course was instituted this spring and the Biology faculty are considering adjustments to

the core requirements. In addition, the department is considering methods to make the test "count" so that all students take the exam and take it more seriously. It must be emphasized to our students that assessing student achievement is a critical component of evaluating the effectiveness of the program and that assessment assists in making informed decisions about improving the Department of Biology.

A Senior Exit Survey is included in the Graduation Packet of graduating seniors. The 2005-2006 survey results indicated that students perceive faculty as the best part of the Department of Biology. A vast majority of students state that their professors are helpful, particularly in advising. The major perceived weaknesses of the department include a lack of course options, a science building that is out-of-date and too small, and a lack of modern lab equipment. These weaknesses will be discussed in future department meetings and suggestions will be forwarded to the Dean.

Finally, department graduation rates show an upward trend. Particularly interesting is a doubling of the six-year graduation rate in Biology from 1997 to 1999.

	1997 Cohort	1998 Cohort	1999 Cohort
6 yr. graduation rate (University)	36.6%	39.8%	42.8%
6 yr. graduation rate (Biology)	20.9%	30.8%	45.1%

- **Interim Assessment Report for Chemistry**

The Department of Chemistry and Physics pursued many initiatives and goals during the 2005-2006 academic year. The department wanted to develop and improve programs that emphasize and enhance high quality advising, improve students' knowledge of advising and pre-registration processes, and provide information about the major and opportunities within the major.

All faculty participated in a department meeting where they established advising practices and discussed and updated advisement sheets. Particular attention was paid to the advisement of the chemistry-engineering majors since these students need to meet requirements both here and at Clemson University. The faculty stated that they had new insights about advising practices and these insights, hopefully, will improve the retention rates of Chemistry and Physic majors.

The department hosted an advisement event for new students in order to introduce them to the pre-registration process and to schedule advisement appointments. Five faculty and 10 students participated in this event. The department sent emails, posted signs, and followed up with letters, emails, and phone calls to students who did not pre-register. There was good response from freshmen and sophomores but less from seniors. We believe this occurred because upper-level students are aware that their chemistry classes will not fill up so they are less motivated to pre-register. We will continue the advising event and multiple contacts to encourage students to pre-register. We will also try to impress on upper-division students that they too must pre-

register. These efforts are to provide students with information to make informed decisions and to help them progress towards graduating in four-years.

In fall 2005, the department initiated a Chemistry and Physics Field Day to welcome new freshman to campus and to become reacquainted with continuing students. The event was well received by students and faculty and plans are underway to hold the event as part of Orientation II in fall 2006. The department hopes that events like these will assist in increasing student awareness of available educational resources, such as faculty members and other students, and to help students evaluate their progress towards established goals.

The department developed strategies to improve community awareness of activities within the sciences and their value to the community. In conjunction with World Year of Physics and Einstein's Centennial Celebration, a campus event was held. Many individuals from the community as well as faculty and students attended the event, "An Evening with Einstein." It was observed that these types of events bring the community to campus. The goal is to involve people from across the educational community in order to enrich the learning process for all involved.

- **Interim Assessment Report for Business**

The Wall College's primary assessment of student knowledge is the Educational Testing Service (ETS) Business Major Field Test. It is administered as part of the capstone Strategic Management course (CBAD 478). The test results allow us to compare our performance to more than 500 schools and 80,000 students.

In the following table, the data show that the Wall College mean score is almost 5 points above the overall mean score. This corresponds to a 70th percentile rating.

SUMMARY OF ETS BUSINESS MAJOR FIELD TEST RESULTS IN PERCENTILES

	Wall College	Overall Mean Score	Wall College Mean Score
Su 2004, 30 percentile, n=35 Fall 2004, 70 percentile, n=56 Sp 2005, 65 percentile, n=160	55 percentile	151.6	154.7
Summer 2005-Spring 2006 n= 335	70 percentile	151.5	156.3

Last year, our report noted that the Management, Marketing, and Law department faculty made changes to the Management curriculum that would improve the performance of Management majors. The following two tables document improvements in the performance of Management majors. In fall 2004 and spring 2005, Management majors performed at the 75th and 40th percentiles in their major area. In fall 2005 and spring 2006, Management majors performed at the 95th and 90th percentiles in their major area. Faculty will continue to monitor test results and review the curriculum. Also noted is the addition of two new majors, Resort Tourism

Management and Economics. Note that scores are not reported when less than 5 students are in a group.

Percentile Scores by Majors in their Major Area

	Summer 2004	Fall 2004	Spring 2005
Accounting	no report (n < 5)	no report (n < 5)	95 percentile
Finance	50 percentile	95 percentile	95 percentile
Management	60 percentile	75 percentile	40 percentile
Marketing	25 percentile	85 percentile	95 percentile

	Summer 2005	Fall 2005	Spring 2006
Accounting	no report (n < 5)	no report (n < 5)	95 percentile n=24
Finance	95 percentile n=10	95 percentile n=9	95 percentile n=18
Management	45 percentile n=11	95 percentile n=26	90 percentile n=67
Marketing	90 percentile n=10	95 percentile n=38	90 percentile n=57
Resort Tourism	no report (n < 5)	No report (n < 5)	90%tile (Marketing) n=13
Economics	no report (n < 5)	No report (n < 5)	no report (n < 5)

In the last semester prior to graduation, senior business majors are encouraged to complete the AACSB/EBI Undergraduate Business Exit Study. The purpose of this survey is to obtain student feedback on their perceptions of the strengths and weaknesses of the Wall College. In spring 2005, 88 of 220 surveys were completed for a 40% overall return rate. The study showed that students were dissatisfied with placement and career services. In Spring 2005, the Wall College established the Wall Center for Excellence. The purpose of the Center is to provide career planning services and opportunities for internships. The Center also works with students to develop their interviewing, presenting, and other behavioral skills.

The Wall College continuously reviews its mission and supporting policies. During the 2005-2006 school year, the College's faculty performance and review committee reviewed and studied the expectations of faculty for teaching, research, and service. The continuing review of faculty expectations is especially important in meeting the accreditation standards of AACSB-International and for continuous improvement.

3. Web Address of Title II Report: http://www.coastal.edu/effect/title2.html

4. Programs Eligible for Accreditation

The following is a list of accrediting agencies and areas available to programs offered through Coastal Carolina University and an indication of the accreditation status of the Coastal programs available for accreditation. Of the five programs available for accreditation, 4 (80%) of the programs have attained full accreditation from the respective national specialized accrediting bodies recognized by the Secretary, U.S. Department of Education.

Accrediting Agencies and Areas	Accreditable Programs	Accredited Programs
Computing Science Accreditation Board	X	X
National Association of Schools of Art and Design	X	X
National Association of Schools of Theater	X	.
National Council for Accreditation of Teacher Education	X	X
Association for the Advancement of Collegiate Schools of Business, AACSB-International	X	X

5. Students in Developmental Education

Number of first-time, full-time entering freshmen in Fall 2004	Number of students in Item (1) who were enrolled in one or more developmental courses in Summer or Fall 2004	Number of those students in each developmental course who successfully completed the appropriate entry level course by the end of Spring 2006
1322	0	

6. Student Involvement in Sponsored Research

The numbers included here reflect graduate and upper division undergraduate students who participate in sponsored research programs. Each higher education institution that received research dollars generated by external funding (sponsored research) should report the number of students who benefit from these dollars. The Commission on Higher Education will calculate the percentage using headcount enrollment data from the Fall 2005 IPEDS Enrollment Forms.

	Number of Students Participating in Sponsored Research
Upper Division Students	29
Graduate Students	10

7. Results of Professional Examinations

All public institutions must report student scores on professional examinations with detailed information over time. The information reported should include all examinees that completed the specific exam during the period of April 1, 2005 through March 31, 2006, and should list the entire name for each exam.

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
TEACHING SECTOR					
PRAXIS Series II: Principles of Learning & Teaching (K-6)	04/2005	4	4	4	100%
	06/2005	1	1	1	100%
	08/2005	1	1	1	100%
	09/2005	1	1	1	100%
	11/2005	1	1	1	100%
	03/2006	7	7	5	71%
Subtotal		**15**	**15**	**13**	**87%**

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (5-9)	01/2005	1	1	1	100%
	03/2006	1	1	1	100%
Subtotal		**2**	**2**	**2**	**100%**
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (7-12)	06/2005	1	1	1	100%
	09/2005	1	1	1	100%
	Total	2	2	2	100%
Praxis Series II: PLT Total		19	19	17	89%
PRAXIS SERIES II: SPECIALTY AREA TESTS	4/2005	35	35	33	94%
	6/2005	69	69	66	96%
	8/2005	3	3	3	100%
	9/2005	59	59	56	95%
	11/2005	25	25	22	88%
	1/2006	11	11	9	82%
	3/2006	51	51	31	61%
Praxis Series II : Specialty Area Total	**Total**	**253**	**253**	**220**	**87%**
Praxis Series II Overall Total		**272**	**272**	**237**	**87%**

Note: Teacher education exams at four-year institutions include all test takers.